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**London Borough of Camden**

**Guidance**

**Expectations of the arrangements and support usually available in early years settings, schools and colleges to meet the needs of children and young people with special educational needs and disabilities (SEND)**

**Part A**

Date: April 2017 Currently under review.

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This chapter outlines key legislative requirements

(Children and Families Act 2014 and

SEND Code of Practice 2015)

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This chapter covers Camden expectations of all mainstream

provisions of their approach to the identification, assessment

and support of children and young people with special

educational needs and/or disability. It outlines the process relevant

to all children and young people, whose needs may be predictable,

and to those with exceptional needs. It describes the funding resources

that are available to support this.

1. Requesting an Education Health and Care needs

assessment 21

In this chapter the process of making a request for an education

health and care needs assessment for a child or young person

with exceptional needs is explained. A description is provided about

of the range of information and evidence required to inform the decision

and how the decision about a request is made.

1. Requesting an Education Health and Care needs

assessment evidence checklist 25

This checklist summarises the key areas of information required to

support a request for an education health and care needs assessment.

It is for use by those making a request and those making the decision

about whether to go ahead with the statutory EHC needs assessment.

Appendix: PART B Guidance on expected arrangements for all children and young people with SEND and those with a particular area of need.

GLOSSARY OF TERMS

|  |  |
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| Academy | State funded school directly funded by the Department for Education – self governing and independent of local authority control |
| Annual Review | It is a legal requirement that an Education, health and Care Plan or Statement of special educational needs is reviewed at least once a year (and is recommended a new plan is reviewed after 6 months for under 5s) |
| Area SENCO | A trained person who provides advice and guidance to early years providers on the development of inclusive early learning environments. For consistency, we have used SENDCo throughout this document. |
| AWPU | Age Weighted Pupil Unit Amount of money schools receive for each pupil. There is a different amount for primary and secondary school age pupils |
| CAMHS | Child and Adolescent Mental Health Services |
| CPD | Continuing Professional Development (staff training) |
| CQC | Care Quality Commission the body that inspects all health and social care provisions |
| DAF | Disability Access Fund |
| Delegated funding | Funding provided but with no specific condition on what it must be spent on |
| Devolved funding | Funding aimed at a specific purpose e.g. Pupil Premium which has to be used to improve the achievement of those eligible for free school meals and for children looked after by the local authority |
| DfE | Department for Education |
| DSG | Dedicated Schools Grant – delegated budget for maintained schools from the local authority |
| Early Years Setting | All pre – school education provision such as nursery classes and schools, day nurseries |
| EAL | English as an Additional Language |
| Educational settings | All education provision including early years, school and post 16 |
| EFA | Education Funding Agency is sponsored by the government to manage the funding of all state education |
| EHC needs assessment | Education, Health and Care needs assessment – a statutory assessment of a child/young person undertaken by the local authority |
| EHC plan | An Education, Health and Care plan is a legal document that details the support to be provided to a child or young person who has SEN or a disability that requires additional resources to be made available to them above that usually provided |
| EP | Educational Psychologist – provides assessment, consultation and advice to schools and families about learning and emotional needs of children and young people |
| FE | Further Education college – offers a range of education programmes for those over 16 years |
| HI | Hearing Impairment |
| IDACI | Income Deprivation Affecting Children Index - an index that measures the proportion of children under 16 who live in low income households |
| IEP | Individual Education Plan describing personalised targets, strategies to achieve them, including their review and outcomes. Should be reviewed at least once a term. |
| IS | Independent Supporter An individual independent from the local authority trained to provide advice and support to young people and their families through statutory assessment processes |
| LA | Local authority – the Council |
| Local Offer | Information about provision that a local authority expects to be available across education, health and social care for children and young people in their area who have special educational needs or are disabled |
| Maintained school | Schools that are maintained by the local authority |
| National Curriculum | Clear description of what all pupils are entitled to learn, outlining what should be taught in each subject and at what age |
| OT | Occupational Therapist – help people of all ages to be able to carry out everyday activities |
| OFSTED | Government department responsible for the inspection of all schools in England |
| Physio | Physiotherapist – provides support and advice to help people with movement difficulties |
| Provision map | A way of showing all the provision that the school makes which is additional to and different from that which is offered through the school’s curriculum. |
| SALT | Speech and Language Therapist - provides treatment, support and care for children and adults who have difficulties with communication, or with eating, drinking and swallowing |
| SEN Code of Practice | A government document that provides practical advice for those carrying out their duties to identify, assess and make provision for children and young people special educational needs |
| SEND | Special Educational Needs and Disability |
| SENDCo | Special Educational Needs and Disability Coordinator – teacher with responsibility for planning and monitoring provision in schools and educational settings (in early years, this may be an Area SENCo). |
| SENDIASS | Special Educational Needs and Disabilities Information, Advice and Support Service – provides impartial and confidential advice and support for parents/carers and young people |
| SFA | Skills Funding Agency |
| Statutory Assessment | A detailed assessment of a child/young person’s special educational needs that informs future planning and may result in an EHC plan |
| TA | Teaching assistant employed to support the work of a class teacher or pupil (Can be known as a Learning Support Assistant (LSA)) |
| Young Person | A person over compulsory school age (16 years) |

1. AIMS AND PURPOSE OF THE DOCUMENT

This document sets out Camden Local Authority’s expectations of what is ordinarily provided in mainstream educational settings (the Local Offer) for children and young people with special educational needs and or disabilities (SEND). It aims to provide clear guidelines for schools, early years and post 16 providers to refer to when considering how best to support the achievement of planned outcomes for children and young people with SEND. The guidance applies to all mainstream educational settings including free schools and academies.

The guidance was coproduced with a multidisciplinary group including representatives from KIDS charity and Camden special educational needs information, advice and support service (SENDIASS). Focus group consultation took place with KIDS and school special educational needs and disability coordinators (SENDCOs). It was also circulated for wider consultation within the local authority.

It describes:

* core principles of the SEND Code of Practice 2015 (National Framework)
* responsibilities for educational settings outlined in the legislation
* local principles underpinning the approach to supporting children and young people with SEND
* Camden’s expectations of how schools, early years and post 16 providers use the resources available to them and follow the graduated approach – the assess, plan, do, review and improve cycle for children and young people in receipt of SEN support
* funding arrangements for SEND
* when an education, health and care needs assessment may be required
* the information to provide when requesting an education health and needs assessment

There are a number of principles that underpin the approach outlined in the document. That it:

* Promotes the involvement of children and young people and their parents/carers in all aspects of decision making and planning
* Highlights the importance of quality first teaching and that all teachers are responsible for the progress of children and young people with special educational needs
* Is clear to parents/carers and practitioners what the expectations are for identifying, assessing and providing support for children and young people with special educational needs in Camden
* Enables parents and practitioners to be clear about what they can expect an educational setting to provide
* Is based on a personalised approach and person – centred planning
* Promotes an expectation of early intervention and support
* Supports the progress of children and young people towards adult life

The Camden Local Offer sets out the support available within the local area to parents/carers or children and young people aged 0 – 25 who have special educational needs and disabilities. [Local Offer](http://www.localoffer.camden.gov.uk)

More detailed guidance on the expectations of whole school/setting/college support relevant to all children and young people and specific issues to address with regard to particular areas of special educational needs is provided in Part B of this document, “Guidance on expected arrangements for all children and young people with SEND and those with a particular area of need”. This is attached as an appendix and is available on the [Local Offer](http://www.localoffer.camden.gov.uk) website. These two documents should be considered together.

2. NATIONAL FRAMEWORK

This guidance is based on the Children and Families Act, 2014, and the Special Educational Needs and Disability Code of Practice: 0-25 years (2015) It refers to the Code which sets out the procedures that all local authorities and educational settings (early years settings funded by the authority, schools, academies and colleges) are expected to follow.

Key aspects of the framework for assessment and support for children and young people with SEND outlined in the Code include:-

* that the process for meeting the needs of children and young adults applies to those of ages 0 – 25
* a continued commitment to inclusion
* children and young people and families are central, *for example when developing an understanding of a child’s needs or preparing for an annual review*
* that schools and local authorities must ensure that parents and carers have access to information about the support available to them through a published Local Offer
* processes must be transparent and accessible
* a strong focus on:
  + the participation of children and young people and parents in decision making at all levels
  + identifying outcomes and co-ordinating support to meet those outcomes
  + supporting young people through to prepare for adulthood and that preparing for adulthood means
    - learning and employment
    - independent living
    - friends, relationships and community involvement
    - good health
* that the significant majority of children and young peoples’ needs should be able to be met with the resources ordinarily available to the educational setting
* young people over the age of 16 have new rights to make decisions for themselves, assuming that they have the capacity to do so
* all educational settings should identify the needs of children and young people, provide support to meet those needs and review progress using an ‘*assess, plan, do, review*’ cycle and involve specialists at any stage to help identify outcomes and the steps to take to reach them
* that agencies have a duty to work together and collaborate in order to effectively identify and meet needs and to jointly commission support
* the use of personal budgets and direct payments across education, health and care to increase choice and control

Expectations of roles and responsibilities

Local health, education and social care services share the responsibility to meet the requirements of the regulations. Duties and responsibilities in the guidance and legislation for local areas, including schools, colleges and for school governing bodies is set within a context of inclusion and improvement for all.

All educational settings have responsibility for welcoming all children and young people and making appropriate support arrangements. Responsibility and accountability for the progress and development of children and young people with special educational needs and disabilities lies with the person nominated as “key worker” in early years settings or class or subject teacher in schools and colleges, not solely with the SENDCO or learning support staff.

The principle of the centrality of children, young people and their families in discussion, planning and decision-making is fundamental. All agencies and educational settings are expected to involve parents and carers in conversations about any issues concerning their child/young person from the earliest point. Ongoing planning of targets and life outcomes must be coproduced in partnership with the child/young person and their parents/carers. For example, the use of an approach such as the “structured conversation” embedded into the Achievement for All programme had a notable impact on improving collaborative relationships where there was an exchange of ideas, aspirations and concerns.[[1]](#footnote-1) In addition, person centred planning enables young people to identify what is important to them.

The Code’s emphasis on a person centred and outcomes focussed approach combined with the extension to the age of 25 years represents a culture change from the education targets of a Statement to holistic life outcomes based on individual aspirations. The focus becomes supporting children and young people to live as ordinary as possible lives and hence to be included in services that are available to all as far as possible and in preparation for their adult lives.

Both the Equality Act 2010 and Children and Families Act 2014 reinforce the right for all children to be educated in mainstream schools. The SEND Code of Practice states that “*Where a child or young person does not have an education, health and care plan they must be educated in a mainstream setting except in specific circumstances*…”(Code of Practice 1.27). Schools are required to ensure children and young people with disabilities have access to the curriculum and the school environment. Schools *“…must make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage.”* (Code of Practice 6.9).

There is a duty for maintained schools and academies to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils. Where children and young people also have SEND, their provision should be planned and delivered in a co-ordinated way with the healthcare plan.

Schools are required to have regard to the statutory guidance ‘Supporting pupils at school with medical conditions’.[[2]](#footnote-2)

Educational settings should plan to meet a child or young person’s special educational needs. They should draw on the resources available to them through their own budgets and the wider area Local Offer.

SEN Information report (a statutory requirement for schools)

The provision schools make to enable them to meet the special educational needs of children and young people with SEN and disabilities, as well as those whose health is a barrier to learning, must be set out and published in their SEN Information Report, and updated at least annually. The information should be coproduced with parents/carers and young people within the setting.

The purpose of the SEND information report is to inform parents and carers about:

* How children with special educational needs and/or disabilities (SEND) are welcomed into the school;
* How the school supports and makes effective inclusive provision for children with SEND;
* How the school supports them in all aspects of school life and removes barriers to achievement;
* How the school works in close partnership with parents/carers, children and young people;
* How the school makes effective provision for all children and young people with SEND.

There is no requirement on early years settings or college provision to publish an SEN report however Camden considers that this is good practice. Further information about early years provision is outlined in the Early Years SENDCO Handbook. There are links to all school’s SEN Information Reports on the [Local Offer](http://www.localoffer.camden.gov.uk) website.

There is an expectation that teaching will be differentiated and carefully reviewed for all children and young people, including those at risk of underachievement (Code of Practice section 6.37).

Where there are concerns about a child’s development and/or attainment not being as expected, schools and settings must work in collaboration with parents and with children and young people themselves, wherever possible, to agree how needs will be appropriately identified and assessed in a timely way. The child, young person and parent/carer must be at the centre of the process, taking account of their views and aspirations for the future.

Appropriate support to meet a child or young person’s needs should be based on a cycle of relevant assessment, planning, support and then review (known as the graduated approach) Agreed support should clearly help the child or young person to reach planned outcomes. The approach should include documented records of the nature of the support and progress as a result of support over time. (See section 3 for further detail)

Schools must:

* Ensure inclusive teaching and support is embedded throughout the school and that all teachers understand that they are responsible for pupils with SEND
* Invest in whole school and targeted training for staff
* Ensure that SEND provision is integrated into the school improvement plan
* Appoint a SENCo who is a qualified teacher
* Identify how many children and young people in the school have SEND and ensure provision is made in accordance with the SEND CoP
* Monitor and record the progress of children and young people with SEND
* Appoint a SEND governor to have oversight of the arrangements for SEND in school
* Know how much money the school gets for SEND and ensure an appropriate budget arrangement is in place to discharge its duties to arrange provision for pupils with SEND and/or disabilities
* Review and approve the SEND policy and any other relevant policies
* Publish on their website the school SEND policy and a description of the arrangements and specialist provisions made for children and young people with SEND (SEN Information Report)
* Provide information on school arrangements for SEND to parents and governors

Role of Special Educational Needs and Disability Coordinator (SENDCO)

The Code of Practice is clear about the importance of the role of a special educational needs and disability coordinator. These expectations can be summarised as follows. The SENDCO:

* **must** be a qualified teacher working at the school.
* if not previously a SENDCO at that or any other relevant school for a total period of more than twelve months, they **must** achieve a National Award in Special Educational Needs Co-ordination within three years of appointment.
* has an important role to play in determining the strategic development of SEND policy and provision in the school and will be most effective in that role if they are part of the school leadership team
* has day-to-day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
* provides professional guidance to colleagues and will work closely with staff, parents and other agencies.
* should be aware of the provision in the Local Offer and be able to work together with professionals providing a support role to families to ensure that pupils with SEND receive appropriate support and high quality teaching.

The key responsibilities of the SENDCO include:

* overseeing the day-to-day operation of the school’s SEND policy
* co-ordinating provision for children and young people
* liaising with the relevant Designated Teacher for looked after children and young people
* advising on the graduated approach to providing SEND support
* advising on the deployment of the school’s devolved and delegated budget and other resources to meet pupils’ needs effectively
* liaising with parents and carers
* liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
* being a key point of contact with external agencies, especially the local authority and its support services
* liaising with potential next providers of education to ensure a smooth transition is planned
* working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
* ensuring that the school keeps the records of all pupils with SEND up to date

There is an expectation that someone in an equivalent post within a college setting undertakes this role. The setting should ensure that the SENDCO has sufficient time and resources to carry out these functions.

Role of the early years SENDCO

The Code of Practice (see Chapter 5) is clear about the expectations of the role of a SENDCO in early years’ provisions. A maintained nursery school mustensure that there is a qualified teacher designated as the SENDCO for children with SEND. The Early Years Foundation Stage framework requires other early years’ providers to have arrangements in place for meeting children’s SEND. Those in group provision are expected to identify a SENDCO. Childminders are encouraged to identify a person to act as SENDCO and childminders who are registered with a childminder agency or who are part of a network may wish to share that role between them.

The role of the setting SENCO involves:

* ensuring all practitioners in the setting understand their responsibilities to children with SEND and the setting’s approach to identifying and meeting SEND
* advising and supporting colleagues
* ensuring parents/carers are closely involved throughout and that their insights inform action taken by the setting
* liaising with other professionals or agencies

The role of the early years Area SENDCO

The expectations of the role of an area SENDCO include:

* providing advice and practical support to early years providers about approaches to identification, assessment and intervention
* providing day-to-day support for setting-based SENDCOs in ensuring arrangements are in place to support children with SEND
* strengthening the links between the settings, parents/carers, schools, social care and health services
* developing and sharing good practice
* supporting the development and delivery of training both for individual settings and on a wider basis
* developing links with existing SENDCO networks to support smooth transitions to school nursery and reception classes
* informing parents/carers of and working with local impartial Information, Advice and Support Services, to promote effective work with parents of children in the early years

School governor’s responsibilities

The responsibilities of school governors in relation to children and young people with SEND include that they must:-

* ensure that there is a qualified teacher designated as SENDCO
* provide strategic support to the head teacher
* publish information on the school’s websites about the implementation of the governing body’s or the proprietor’s policy for pupils with SEND
* also publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans
* cooperate generally with the local authority including in developing the local offer and when the school is being named in an EHC plan.
* ensure that arrangements are in place in schools to support pupils at school with medical conditions
* have regard to the SEND Code of Practice

Further Education (FE) Colleges

There is an expectation that colleges and training providers also use their “best endeavours” to secure the necessary support that a young person needs.

There is an expectation that provision for young people over the age of 16 years will include a strong employment focus. The governments Post 16 Skills Plan (2016)[[3]](#footnote-3) states the vision that all young people with EHC plans should undertake a supported internship which includes an extended work placement. “All young people over 16 should be on a study programme “which provides stretch and progression and enables them to achieve the best possible outcomes in adult life” (Code of Practice 8.30). Post-16 planning from curriculum year 9 should inform the content of a study programme.

Early Years

There is a similar expectation for early years’ settings and nurseries in maintained schools who should use a clear approach to the assessment and monitoring of all children’s progress linking to the Early Years Framework and using the statutory Early Years Foundation Stage (EYFS) outcomes tools. Where applicable, the 2-year-old progress check should be used to plan with the SENDCO or Area SENDCO as appropriate.

In addition, health must:

* inform parents/carers and the local authority if they have concerns that a child/young person may have special educational needs (this is often referred to as a “notification”) and
* let parents know who may be able to provide advice or help

All proposed outcomes should aim to support the child or young person to develop healthy social relationships and engage in the community, become more independent, be healthy, and to improve attainment and future employment outcomes. Thinking about these outcomes for preparing for adulthood should begin as early as possible. The Code of Practice states that this should begin when a child is in their early years (Code of Practice Chapter 8).

For children and young people with exceptional levels of need and/or who are not making progress despite support that has followed a graduated approach a request for an Education and Health and Care needs assessment may be considered necessary.

Statutory Education Health and Care needs assessments (see Code of Practice Chapter 9).

A very small proportion of children and young people with exceptional levels of special educational needs, that are severe, long term and complex, will require resources that are additional or different to those ordinarily available to the educational settings to ensure progress towards achieving agreed outcomes.

They may require an Education Health and Care (EHC) needs assessment in order for the local authority to decide whether it is necessary for it to provide additional or different resources through an Education Health and Care plan.

With regard to this, the Code of Practice requires the local authority to take in to account evidence of:

* Progress and rate of progress over time
* The nature and extent of SEND
* The relevant and purposeful action already taken to identify and meet SEND, with “*much additional intervention and support over and above that which is usually provided*” over time, and consider whether this is well matched to the SEND. Support includes that from relevant agencies, clinicians and other professionals, to meet planned outcomes
* Whether the special educational provision required to meet the child or young person’s needs can reasonably be provided from within the resources normally available to mainstream early years providers, schools and post-16 institutions

This places a responsibility on the local authority to undertake a rigorous process for each individual child and young person when considering a request for a statutory EHC needs assessment. (See section 5 for further detail of local process)

3. LOCAL FRAMEWORK

Principles underpinning the local approach

Camden supports provision being made for early intervention.

* **Meeting needs** – demonstrating assessment informed interventions and progress over time
* **Evidence based** – demonstrating how assessments have informed early intervention
* **Equity** – aiming to ensure that for all children and young people access to additional resources is based on a rigorous and transparent assessment process
* **Best value** – funding is used in the most effective and efficient way
  + costed provision map demonstrating how the school’s delegated/devolved budgets and additional funding for vulnerable groups have been utilised so that Camden schools and the Local Authority work together to get the best out of the available money
  + minimising 1:1 support that can promote dependence unless the evidence supports it
* **Positive outcomes -** that lead to progress
* **Decisions and planning to meet needs** takes account of what is ordinarily available to children and young people in Camden from within and outside of the borough
* **Decision making** processes are open, transparent and easy to understand

Arrangements for funding

It is important to remember that the allocation of funding for children and young people with SEND is based on assessed need. This applies for both educational settings and for individual children and young people. Funding for educational settings is based on the needs of the setting as assessed against a number of factors, for example in a school the number of pupils eligible for free school meals is taken in to account. Current factors used in Camden are outlined below. Funding for individual children and young people is determined through an individual education, health and care needs assessment if it is agreed that is required.

Funding arrangements set out by the Department for Education (DfE)/Education Funding Agency (EFA) means that more funding for SEND comes straight to schools in their delegated budgets. This is provided through a formula designed to introduce fairer funding across the country for SEND and to facilitate early intervention and whole school approaches. As a result, less is additionally available to meet the individual needs of children and young people.

Early years settings:

Recent government changes to funding early years provision (December 2016)[[4]](#footnote-4) highlight the following:

* Early years provisions will still be funded through the early years block of the dedicated schools grant (DSG);
* Additional funding will continue to be paid to local authorities for the early years pupil premium for children with additional needs
* The same universal base rate must be in place for all types of provider by 2019 -2020
* A Disability Access Fund (DAF) will be made available (2017–18) to aid access to early years places either by supporting reasonable adjustments to be made and/or to build capacity to support the particular needs of a child or group of children. 3 and 4 year olds will be eligible for DAF if the child is in receipt of disability living allowance and free early education.

The aim is to promote early intervention and ensure all young children have access to early learning opportunities.

In summary, there are two funding sources

1. Disability Access Fund.  Equivalent to £615 per child per year to support 3-4 year olds to access their free entitlement – for children in receipt of disability living allowance.
2. A local Inclusion Fund for children with SEND.    Criteria and processes are currently being worked on and will be published on the Camden [Local Offer](http://www.localoffer.camden.gov.uk) website when finalised.

Formula allocation for schools, sixth form and Further Education

Camden funds SEND provision in mainstream schools delegated through the schools’ block budget and devolved from the dedicated schools grant (DSG) high needs block.

Camden continues to devolve funding for SEND to schools to ensure that they are able to respond to needs early, flexibly and through a local offer based on stable funding. This enables schools to make provision for Camden children and young people when they need it and to retain trained and qualified staff to deliver that provision.

Devolved funding supports schools to deliver successful early interventions to Camden children and young people with SEND and reduces the need for an education, health and care needs assessment.

It is important that the SENDCO is aware of the budget available to provide resources for children and young people identified with SEND in order that they can appropriately deploy resources to effectively meet their needs.

A national post 16 funding formula exists for parity across school sixth forms and FE colleges. In colleges, places are allocated for all high needs learners with support for learners with lesser needs coming from disadvantage funding. An EHC plan is required for a post-19 student to be able to access high needs funding. If a young person has achieved their education outcomes they can still access adult education via SFA (Skills Funding Agency) funding.

For the vast majority of children and young people resources are provided routinely through the annual budget share process. Funding is decided through a formula which allocates funding between schools. The funding is provided through three elements.

**Element 1: basic entitlement (formerly known as age weighted pupil unit (AWPU))**

This is core funding allocated per student. This is the main source of funding for teacher and teaching costs. It is intended to enable the delivery of a curriculum, including pastoral, appropriately organised to meet the needs of all children and young people on roll. It will also cover the SENDCO’s salary.

**Element 2: additional support (the notional SEND budget)**

This is the notional SEND budget, (£6k in addition to the AWPU) for any pupil on roll in a school; sixth form or FE college with additional needs, regardless of borough of residence.

A school’s notional SEND budget is an amount of money delegated as part of the whole school budget, through schools block funding, to meet the needs of all children and young people with SEND at levels except the most exceptional. It is not linked to individual children and young people.

Additional support funding relates to the characteristics of the children and young people in the school. The amount of additional funding a school receives is determined by a range of indicators recognised to be highly correlated with SEND. In Camden the indicators are based on low prior attainment; deprivation and English as an additional language (EAL).

Low prior attainment is based on 1) children not achieving the expected level of development within the early year’s foundation stage profile for primary schools and 2) pupils failing to achieve as expected in either English or Maths at the end of KS2 for secondary schools;

Deprivation is based on numbers of children and young people who receive free school meals and IDACI (Income Deprivation Affecting Children Index)

Schools also receive Pupil Premium funding to support disadvantaged children and young people. This is also allocated on the basis of FSM numbers (FSM Ever 6) as well as for children who are or have been looked after.

It is a Department for Education/Education Funding Agency requirement that a notional SEND budget is identified for each school/college. Schools and colleges retain the responsibility for deciding how to apportion their budgets and therefore how much of the budget to spend on resources to support children and young people with SEND. They may choose to spend more than or less than their notional SEND budget.

There is likely to be an overlap of children and young people eligible for SEND funding, Pupil Premium and who are looked after and have additional needs. It is good practice for educational settings to be aware and keep a record of this.

**Element 3: Top - up funding**

In Camden there are two parts to this funding:

a) For Camden residents in Camden mainstream schools, funding for high incidence needs (that would otherwise meet the criteria for a statutory education, health and care needs assessment ) is devolved (so has to be used for SEN support) using the following formula

* 60% on prior attainment,
* 20% on free school meals as a proxy indicator, and
* 20% the number of Camden resident children and young people on roll

This is notionally £5k and is in addition to the notional £6k delegated.

The aim of this resource is to enable schools to offer focussed curriculum support and targeted interventions for all children and young people with SEND including teaching support in small groups and moderate levels of individual work with those who need it. It is intended that the very vast majority of children and young people’s needs will be able to be met through appropriate use of this enhanced funding.

Under these arrangements, schools in Camden are expected to fund the first £11,000 (£6K plus additional devolved funding of £5k) of additional support per year for children and young people on roll and of statutory school age with high levels of SEND. The needs of these children and young people may be described as predictable i.e. those you would usually expect to provide for within a mainstream school with the resources available.

Funding is devolved to nursery classes in mainstream schools though funding in early years settings is managed differently. Funding arrangements take account of the fact that many children under five years old attend part-time.

b) for the very much smaller number of children and young people with exceptional needs additional funding may be provided following the agreement to provide an education, health and care plan as a result of an EHC needs assessment. In Camden mainstream schools, this may be band 1(£10, 750) or band 2 (£15,040) top up funding. It is allocated according to individual assessed needs.[[5]](#footnote-5)   
  
Top-up is individually negotiated with early years settings and colleges as well as for children and young people attending schools outside of Camden.

Camden aims to ensure that the distribution of resources for children with exceptional SEND is equitable and transparent. It is therefore important that there is a clear evidence-based process in place for making consistent decisions about the appropriateness of a statutory education, health and care needs assessment. The local authority and schools are working together to establish a collaborative process that will improve the consistency of decision making and ensure a system that provides increasingly equitable distribution of resources for children and young people with exceptional needs across the Borough.

Expectations of approach

In Camdeneducation and training for all children and young people 0 – 25 years is offered across a range and continuum of provision, including: children’s centres, maintained, private, voluntary and independent nurseries, mainstream and specialist provision; mainstream schools; resource bases, special schools; colleges and various flexible curriculum and work based learning arrangements to meet the needs of young people in the 14-25 age range.

It is expected that support for children and young people with SEND is provided on a number of levels that begin with an offer that is available to all children and young people (universal) and becomes increasingly specific and personalised as the needs of the child/young person are identified as being long term, complex and exceptional. All schools, early years settings and colleges are expected to admit and provide appropriate support to children and young people with SEND. The School Admissions Code of Practice requires children and young people with SEN to be treated fairly. “Admissions authorities:

* must consider applications from parents of children who have SEN but do not have an EHC plan on the basis of the school’s published admissions criteria as part of normal admissions procedures
* must not refuse to admit a child who has SEN but does not have an EHC plan because they do not feel able to cater for those needs
* must not refuse to admit a child on the grounds that they do not have an EHC plan” (Code of Practice 1.27)

The funding arrangements support the implementation of this approach. (See above description)

Whole school/setting approach – quality first teaching

Teachers and early years practitioners are continually assessing, planning, implementing and reviewing their approach to teaching all children and young people. This is expected within a framework of “Quality First Teaching”. All teachers are required to teach to and will be assessed against the DfE “Teacher’s Standards”. [[6]](#footnote-6) For all schools, this should mean an offer of high quality teaching for all children and young people including those with SEND including:

* Highly focused with sharp objectives
* Clear specific and measurable learning outcomes
* High demands of pupil involvement and engagement with learning
* High levels of interaction for all pupils
* Appropriate use of questioning, modelling, explaining
* Emphasis on learning through dialogue (modified as appropriate)
* Adaptation of teaching to respond to the strengths and needs of all

Assessment of learning needs starts with a whole school approach that can identify where a child/young person is not making expected progress. Schools should use regular progress meetings to identify this issue and consider whether further assessment may be needed to identify additional strategies and differentiated approaches that will support learning. For example schools are expected to:

* Review the quality of class and subject teaching for all children and young people
* Ensure that all staff who work with the child/young person are aware of their needs and any teaching and support strategies that are required
* Take steps to improve teachers’ understanding of and confidence in implementing strategies to identify and support children and young people with SEND
* Ensure there is dialogue with parents/carers and the young person about their learning and involve them in planning to address any areas of concern
* Seek the views of the child or young person about their aspirations and life outcomes and incorporate those into planning from as early as possible
* Maintain up to date records of planning and progress towards meeting agreed targets
* Consider with the SENDCO what they know from individualised assessments about the child/young person’s strengths and areas of learning need or any potential barriers to learning

SEN support and support for additional needs

The cycle of assessment and planning to meet needs is known as the `assess, plan, do and review’ cycle or the graduated approach. If a child or young person is not making expected progress despite high quality, suitably differentiated teaching they may have special educational needs that require further individualised assessment and targeted support to be provided. The cyclical process enables increased understanding of the needs of the child/young person and the approaches needed to enhance their learning progress. The approaches used may require different, not necessarily more, resources to be put into place. Increased understanding of the need leads to improved support strategies and develops the confidence and ability of teachers to appropriately address a wide range of learning needs. This practice becomes part of the usual way of working.

A range of targeted interventions is expected to be made from within the school’s resources including those that can be provided within the devolved funding arrangements, outlined above. There will be some variation of practices across schools and within secondary schools. The school SEN information report and their self-evaluation should demonstrate clearly how they propose to address additional needs and how they know they are meeting them. Additional programmes and external services (educational psychologist, speech and language therapist etc.) are available within the school/setting’s SEN provision or child’s network to provide consultation, advice, support and training without the need for a statutory education health and care needs assessment or plan.

It is expected that there will be clear and ongoing communication with parents/carers about any areas of concern and they should be able to participate in the development of plans being put into place to support their child/young person. It should be clear from the start what goals are being set, how support will be put into place to achieve those goals and by whom and how often and when progress will be reviewed. It is good practice to arrange with parents/carers a system of communication, where possible, identifying a named person with whom they can be in regular contact. The Code of Practice is clear that plans being used in SEN support should be reviewed at least termly.

The current Ofsted and Care Quality Commission inspections of a local area’s effectiveness in identifying, meeting need and improving outcomes for children and young people with SEND has a focus on the efficacy of SEN support. Although educational settings are not in themselves inspected they are expected to demonstrate how well they are implementing the local area’s expectations and meeting the SEND Code of Practice requirements.

Early Years

A more specific example that illustrates the expectations of the action to be taken in early years settings is outlined below:

* Use of Early Years Foundation Stage (EYFS) outcomes to establish a child’s level of development, particularly at age two.
* Discussing concerns with parents/carers
* Tracking a child’s progress using the EYFS or other developmental tool such as the Teaching Talking Checklist.
* Tracking, supporting and recording the settling in process
* Identifying children who are not achieving at a level appropriate to their chronological age-band
* Using individual planning and activities to improve the identified children’s progress
* Monitoring the child’s response to these to show their ability to benefit from targeted interventions
* Consulting with either the Area SENDCO or school SENDCO about concerns about the child’s development.
* Referring the child for additional assessment by an appropriate professional – this could be either specialist/ Inclusion teacher, EP (using a CAF) or health such as SLT, paediatrician (using a SPOR form)
* Writing an Individual Education Plan or Targeted Plan (IEP or TP) or equivalent for a child and reviewing it.
* Keeping abreast of development in Camden and nationally regarding children with SEND through attendance at SENCO Forum and regular access of the Camden Local Offer pages

Further Education

The majority of young people with SEND entering college benefit from the range of resources and support that is usually available. A wide range of curriculum programmes can provide suitable options and choice relevant to the needs of the young person. There is an emphasis on progress into adult life. College courses and modules are run for a specific number of hours, this is often less than school hours. For example, a full time course may have 15 rather than 25 hours.

In line with the process outlined above expectations of the action that will be taken by further education colleges is described below.

* Ensure inclusive teaching and support is embedded throughout the curriculum and that support is accessible to young people
* Ensure that SEND needs are identified and met
* Ensure appropriate CPD for staff
* Appoint a SENCo who is a qualified teacher
* Identify how many students 14-24 in the college have SEND and ensure provision is made in accordance with the SEND Code of Practice
* Monitor, record and share the progress with young people with SEND
* Appoint a SEND governor to have oversight of the arrangements for SEND across the College Group
* Ensure that the SEND budget is appropriately deployed to support the young people in the curriculum
* Arrangement is in place to discharge its duties to arrange provision for pupils with SEND and/or disabilities
* Review and approve the SEND policy and any other relevant policies
* Publish on their website the college SEND policy and a description of the arrangements and specialist provisions made for young people with SEND (SEN Information Report)
* Provide information on college arrangements for SEND to parents and governors.

Further guidance on a) actions to take as a whole school, college or early years setting and b) action to take in relation to specific areas of need is outlined in Part B of this document which is available on the [Local Offer](http://www.localoffer.camden.gov.uk) . This includes further detail of the expectations applicable to primary and secondary settings.

Education, Health and Care (EHC) needs assessment

A statutory education, health and care needs assessment is intended to ensure that those children and young people with the most severe, enduring and complex special educational needs have those needs met. The majority of children and young people with special educational needs and disabilities will have their needs met through the SEND offer provided by educational settings through the resources available to them including funding without needing an EHC plan, as outlined above.

An education, health and care needs assessment formally brings together assessment and planning across agencies in an holistic way to ensure a collaborative approach to providing resources and support for a child/young person in order that they will be able to achieve life outcomes.

Most children and young people with exceptional needs will be identified early and in their early years. For some however, e.g. where there may be mental health issues or as the result of an accident or illness the need will only emerge later and sometimes during their secondary schooling.

A wide range of people can notify the local authority they believe an EHC assessment of needs should be made as described in the Code of Practice 2015, Chapter 9[[7]](#footnote-7)

Where requests for a statutory EHC assessment of needs are made (under Section 36 of the Children and Families Act 2014), they are usually made by the child/young person’s school or college or in Camden early years by an early year’s SENDCO. The pro-forma template that practitioners are requested to complete is published on the Camden [Local Offer](http://www.localoffer.camden.gov.uk) Parents/carers should have been involved in the decision to seek a statutory assessment and must provide signed consent that they have understood the reasons for the request and agree to it.

Parents/carers and young people may make a request for a statutory EHC needs assessment. Their request may be made by letter or using a template provided by the local authority. Support for parents/carers and young people is provided by Camden Special Educational Needs Information Advice and Support Service (SENDIASS) or from Independent Supporters [SENDIASS@camden.gov.uk](mailto:SENDIASS@camden.gov.uk), 0207 974 6264.

Any request for an EHC needs assessment will be considered in relation to the extent to which the evidence provided demonstrates that assessed need cannot be met by support/provision that is ordinarily expected to be made through the Camden Local Offer.

The same range of evidence is considered and the same criteria applied, irrespective of the source of the request. All requests are considered at a weekly panel (where SEND resourcing decisions are made).

The local authority will contact education providers and parents/carers to discuss notifications from other people as defined in the Code of Practice. If parents/carers or a young person have made the request the local authority will first confirm that they give consent to other agencies being approached for information before proceeding with an assessment. An EHC assessment of needs will not be carried out on the basis of a request or notification alone, as the child or young person’s needs may be able to be met through the Camden Local Offer without requiring a statutory Education, Health and Care needs assessment.

A statutory EHC needs assessment will not always lead to an Education, Health and Care plan. In some situations, the evidence collected during the process will lead to the judgement that the child or young person does not meet the criteria for a plan and available resources set out in the Local Offer can be identified. This is known as “My Assessment Plan”.

4. REQUESTING AN EDUCATION, HEALTH AND CARE (EHC) NEEDS ASSESSMENT

Before considering a request for an EHC needs assessment educational settings must demonstrate that their actions have been purposeful, relevant and sustained. Children or young people who may require a statutory assessment will have been supported from within the setting’s provision and with resources already available to them provided by any devolved funding. The support will have been provided on a cyclical basis as outlined above. The length of a cycle should be defined by individual needs and progress towards meeting goals. It is expected that it usually takes about 6 weeks to enable support strategies to be adequately tried, reviewed and adjusted i.e. one cycle of assess, plan, do and review. It is expected that at least 2 or 3 cycles will have taken place before a decision can be reached about whether or not a request for a statutory EHC needs assessment may be the next step.

There may be exceptions to this rule. For example:

* for a young child where there has been no prior identification of needs or nursery experience, some of whom may require assessment placements in specialist provision
* for a young child with extremely complex medical needs who immediately requires a high level of adult support in order to access an educational placement
* where a child/young person has recently been diagnosed with a life limiting illness or has been damaged in a serious accident

A good request will describe a vivid picture of the child/young person and the practical impacts of their needs on learning and emotional well being. It will show clear evidence of assess, plan, do review approaches. Although individual circumstances will vary it is likely that the child/young person will have exceptional levels of need indicated by:

* Requirement of a highly individualised teaching programme
* Supported by highly individualised learning targets
* Be completely dependent on high levels of support to engage or make progress
* Be supported by adults for the majority of time with some small group and whole class learning
* Have involvement from external support services in ongoing assessment and support with likely long term multi – agency involvement

Actions taken by the college/school/pre-school setting to differentiate the curriculum provide quality teaching / learning experiences and additional targeted intervention to meet the special educational needs of the child/young person will be evident from records of the arrangements in place, provision maps or other individualised planning (the format is determined by the educational setting). These documents need to demonstrate;

* a person centred planning process where parents/carers and child or young person are central to the assessment and planning (the “All About Me” template or equivalent may be used)
* progress towards achieving outcomes and in particular those relevant to preparing for adulthood e.g. employment; independent living; friends and relationships; good health)
* the signed consent of parents/carers to the request and their understanding of it
* the identification of a child/young person’s special educational needs,
* relevant assessment information\*
* relevant and purposeful support strategies from the resources already available to the educational setting, including the drawing up and implementation of at least two personalised provision maps or other individualised plans
* monitoring and review of the child/young person’s progress in response to school/setting/college based intervention over time and at least a period of two cycles of individualised planning, including evidence of any changes in strategies and programmes as a result of that monitoring
* progress towards the achievement of agreed specific measureable targets as a result of support
* evidence of appropriate use of internal expertise and support (e.g. SENDCo, learning mentors and teaching assistants)
* evidence of advice having been sought from external specialist services available and a clear indication of the outcomes and impact of support put into place as a result (e.g. HI service, educational psychologist, CAMHS, therapies)
* how the resources/provision put into place by a school to address the identified needs from the available budget is fully specified and costed e.g.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Child | Year | Provision – what, by whom | Ratio adult | Ratio child | Duration of session(s) (hrs) | Frequency per week | No. weeks | Annual staffing cost |
| Name | 1 | SaLT | 1 | 1 | 1.00 | 1 | 38 | £760 |
|  |  | TA, Phonics group | 1 | 4 | 1.00 | 2 | 12 | £300 |
|  |  | Additional Teacher support | 1 | 2 | 1.00 | 1 | 38 | £1899 |

\*For example, relevant assessment information may include

* that which is obtained through review and monitoring of the impact of support strategies implemented over time
* use of an equivalent age appropriate developmental or behavioural checklist, EYFS outcomes
* observation data
* standardised measures of attainment
* assessment from a specialist service, e.g. educational psychologists, therapists, child and adolescent mental health services, NHS consultants, advisory teachers

With children/young people with SEND for whom English is an additional language, objective information about language proficiency in their first language should be provided. Information about the stages in acquisition of language for children with English as an additional language might also be relevant.

How the decision is made

The evidence provided is considered by the Education, Health and Care panel (pre assessment, EHCPAP). They will consider the full range of information available in order to make an informed decision about a request.

The panel members have a responsibility to ensure an equitable decision is made for all children and young people with SEND in Camden, who may require an EHC needs assessment.

Membership of the panel includes; the SEN team leader, an educational psychologist, a health representative and social care representative.

The role of panel members is advisory. The panel lChair will make the final decision. The decision has to be made by someone who is in a position to ensure the efficient and effective use of the budgets available to the Council i.e. is a major budget holder.

The checklist below will be used by panel members to assist their consideration of a request for an EHC needs assessment. The checklist forms the top sheet of their paperwork. Unless it is clear that there are extraordinary circumstances for the child/ young person the request will not be considered if any evidence is missing.

If a request is turned down, the panel will provide feedback to the person making the request, about why that decision was made and provide advice about next steps to support the child or young person or what additional information that they may require.

The information provided to support the request can be used to further inform strategies and the planning of support that will enable the child/young person to continue to access learning.

Further information about what happens when a request is turned down can be found on the [Local Offer](http://www.localoffer.camden.gov.uk) website.

Parent/carer support

If at any point a parent/carer or young person has a complaint or is concerned about what is happening for their child/young person with SEND in their educational setting there are a number of people that can be contacted for help.

In the first instance it is expected that the SENDCO would discuss the issues with appropriate staff and aim to resolve any concerns. If, following that, concerns remain then parents/carers may contact the senior leadership team in the early years setting/school or college or head teacher. The governor with responsibility for SEND may also be able to help. Details of individual school approaches to dealing with complaints should be set out in their School Information Report.

Additional support for parents/carers and young people is provided by Camden Special Educational Needs Information Advice and Support Service (SENDIASS) or from Independent Supporters [SENDIASS@camden.gov.uk](mailto:SENDIASS@camden.gov.uk), 0207 974 6264.

5. REQUESTING AN EHC NEEDS ASSESSMENT

EVIDENCE CHECKLIST FOR EHC PRE-ASSESSMENT PANEL

|  |  |  |
| --- | --- | --- |
| **Area to consider** | **What evidence is provided**  **Date(s) of evidence** | **Yes, No**  **Not clear** |
| **Consent** |  |  |
| Has the parent/carer/young person signed to agree the request and the reasons for it? |  |  |
| **Extraordinary circumstances** |  |  |
| Is there evidence of a compelling need for an EHC assessment, based upon unique circumstances? |  |  |
| **Medical Needs** |  |  |
| Has the child or young person got a medical condition that has an impact on his/her learning? If so is there an Individual Healthcare Plan provided? |  |  |
| **Attainment and current functioning** |  |  |
| Is there a clear picture of the child/young person and their views e.g. All About Me? |  |  |
| Has purposeful and sustained action been taken, monitored and reviewed over time (at least 2 cycles of assess, plan, do and review)? |  |  |
| Is current attainment data (e.g. EYFS, NC, standardised tests) and clear evidence of progress provided from the start of the first assess, plan, do and review cycle? |  |  |
| Have strengths and factors that promote resilience been identified e.g. use of SDQ, Interactive Framework |  |  |
| **Additional support provided** | | |
| Are there provision maps or equivalent that describe the interventions in place, including their cost? |  |  |
| Is all of the support included in the cost plan relevant to high needs block funding? |  |  |
| **Impact and progress over time** | | |
| Is there clear evidence of impact of the strategies in place? |  |  |
| Is it clear which external agencies have been involved over the last 18 months, what advice was implemented and what impact it had? |  |  |
| As a result of assessment and support over time is it clear that the needs are exceptional:   * presenting a long-term barrier to learning and life outcomes * requiring co-ordinated provision * requiring a highly individualised programme or 1:1 support for 100% of time |  |  |

1. Humphrey, N. and Squires, G. (2013) DfE: RR 176 Achievement for All National Evaluation: final report [↑](#footnote-ref-1)
2. https://www.gov.uk/.../supporting-pupils-at-school-with-medical-conditions--3 [↑](#footnote-ref-2)
3. https://www.gov.uk/government/publications/post-16-skills-plan-and-independent-report-on-technical-education [↑](#footnote-ref-3)
4. DfE: Early years national funding formula. Operational guide 2016 www.gov.uk [↑](#footnote-ref-4)
5. The amount of funding allocated is not based on the amount an educational setting may already be spending. [↑](#footnote-ref-5)
6. DfE (2012): Education (School Teachers Appraisal) (England) Regulations [↑](#footnote-ref-6)
7. https://www.gov.uk/government/publications/send-code-of-practice-0-to-25 [↑](#footnote-ref-7)